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| **Language and**  **Level / Grade** | French – Novice Mid 🡺 Novice High | | | | Approximate Length  of Unit | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | 250 minutes / week | |
| **Theme/Topic** | **Well-being**: A Balanced Lifestyle | | | | | | | | | | |
| **Essential Question** | How do people here and in (the French-speaking world) describe a balanced lifestyle? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country). * Compare lifestyles of teenagers to teenagers in (country) in terms of balance. * Make recommendations for ways to create or maintain a balanced lifestyle. * Create a presentation for (the community) highlighting ways to encourage a balanced lifestyle. | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | |
| Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text. | | Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product. | | | | | | | Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced  lifestyle and what is missing. | |
| **Presentational Mode**  Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class. | | | | | **Interpersonal Mode**  In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in (France) in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle. | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Café  **Practice:** Stopping with friends for coffee  **Perspective:** It’s not the coffee, it’s the conversation.    **Product:** School year calendar  **Practice:** Regular breaks, holidays  **Perspective:** Balance | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | | **Acquiring Information and Diverse Viewpoints** | | | | | |
| **Health and wellness:** Compare recommendations for healthy lifestyles.  **Media studies:** Consider impact of media on lifestyle considerations like diet and exercise. | | | | | Importance of vacation and family time  Tradition of “Fermature annuelle*”* (*annual closing*) in France  Differences in school schedules | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | | **Cultural Comparisons** | | | | | |
| la joie de vivre (*joy of living*)  métro, boulot, dodo (*subway, work, sleep*)  Ne t’en fais pas! (*Don’t worry!)*  la détente (*relaxation*)  Making polite recommendations | | | | | Work time/leisure time  Mealtime with/without family  Weekend activities  Walking/driving  Teenagers working during school year/summer  Life expectancies | | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | | **Lifelong Learning** | | | | | |
| Share information on wellness with community. | | | | | Examine personal lifestyle and make adjustments as needed. | | | | | |
| **Connections to Common Core** | **Reading: 1**. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Writing: 6**. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Language: 4**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions | | Related Structures / Patterns | | | | | | | Vocabulary Expansion | | |
| Tier 1 | | |
| **Compare** *lifestyle routines* | | plus que, moins que, aussi que  (*more than, less than, as…as*) | | | | | | | sports, activities  expressions/adverbs of frequency | | |
| **Describe** *your daily schedule* | | (le) lundi… (*on Mondays*) | | | | | | | Tier 2 | | |
| **Ask and answer questions** *about daily routines* | | interrogative pronouns and adjectives | | | | | | | Une bonne hygiène de vie (*a healthy lifestyle*)  Un régime équilibré (*a balanced diet*)  La détente (*relaxation*)  s’entraîner (*to exercise*)  Se détendre/se dépêcher (*to relax/to hurry*)  Être détendu/être stressé (*to be relaxed/to be stressed*) | | |
| **Express frequency** *saying when and how often you do certain things* | | adverbs | | | | | | |
| **Express needs** *saying what you need to do to be healthy* | | Il faut / Il me faut (*It’s necessary/I need*) | | | | | | |
| **Express opinions** *about daily activities, schedules* | | Il est important de, Il est bon de (*It’s important to/it’s good to*) | | | | | | |
| **Make suggestions** *about ways to be healthy* | | Tu devrais / Vous devriez  Il te/vous faut (*You should/you need to*) | | | | | | |
| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Watch video clip of Song – *Ma Vie au Soleil (My Life in the Sun)*, list activities that relate to *métro, boulot, dodo* (*subway, work, sleep*) and activities that relate to a more relaxed lifestyle. | | | | explore elements of a balanced lifestyle. | | | | Interpretive | | | S |
| Use Libération magazine headline and article on stress at school. Have learners complete graphic organizer with statistics from article and then compare to their own situations. | | | | impact of school on lifestyles | | | | Interpretive  Interpersonal | | | S, C, W |
| Read article on how French teenagers spend free time. Design survey questions to use with learners studying French. Create graphic organizer to compare school results to those in article. Discuss results in groups. | | | | how French teens spend free-time and make comparisons | | | | Interpretive  Interpersonal  Presentational | | | C, W |
| Work in groups to create a multi-media presentation that explains métro, boulot, dodo (*subway, work, sleep*) in the context of a teenager’s life in the US. | | | | product that explains the lifestyle of a US teenager to French teens - | | | | Interpersonal  Presentation | | | C, W |
| Watch silent movie – UNICEF clip on right of child to play. Discuss and compare to metro, boulot, dodo (*subway, work, sleep*) presentations | | | | concept of balanced lifestyle from different perspective | | | | Interpretive  Interpersonal | | | C, W |
| Read French Girl in Seattle: *Une Visite au café* (*A visit to the café*). Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Post your image and comments. | | | | introduce learners to cafés; allows learners to process concept of café | | | | Interpretive  Presentational | | | S, C |
| Read article Les lycéens se retrouvent au café (*High school students meet in the café*); discuss what you like and don’t like about the activities; consider what the equivalent might be in your community. | | | | consider role of café for teens and make comparisons | | | | Interpretive  Interpersonal | | | S, C |
| Compare two *Maisons des Jeunes* (*Youth recreation centers*) for hours and activities. Compare to local recreational facility. | | | | importance of teen centers and comparison to US | | | | Interpretive | | | S, C, W |
| Create a proposal for a local teen café or an advertisement for one that already exists. | | | | determine needs of local community and address those needs | | | | Presentational | | | S, C |
| Read article on importance of sleep; discuss typical sleep habits. | | | | summarize healthy behaviors; give advice; served as model of how they might present | | | | Interpretive  Interpersonal | | | S |
| View video La moitié des ados manquent de sommeil (*Half of teenager lack sleep*). | | | | listen for specific issues/advice | | | | Interpretive | | | S, W |
| Select an article from the website *mangerbouger.fr* that deals with health and wellness. Read individually first. Then, identify key points with group. Decide how to best share information with other groups. | | | | initial preparation for possible wellness fair presentations | | | | Interpretive  Interpersonal  Presentational | | | S, C, W |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| Text for Interpretive Tasks –  <http://www3.sympatico.ca/serge.richard2/>  <http://www3.sympatico.ca/serge.richard2/page5.html>  Additional resources available at:  <http://clementi-terrill2012.wikispaces.com> | | | | | | | Teachers can create a safe, free space for learner blogs and more: <http://kidblog.org> | | | | |